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ABSTRACT

These Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 history and social studies performance standards into objectives and classroom practice. The Trace Maps provide detailed descriptions of what students should know and be able to do at smaller grade level clusters, K-2, 3-4, 5-6, 7-8, 9-10, and 11-12. The elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. The standards cited in the History/Social Studies Trace Map deal with: (1) historical thinking; (2) local, United States, and world history; (3) historical themes; (4) applying history; (5) United States Constitution and government; (6) rights and responsibilities of citizens; (7) political systems; (8) international relations; (9) places and regions; (10) physical system; (11) human systems; (12) human and environmental interaction; (13) limited resources; (14) economic systems; and (15) economic interdependence. (BT)

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STATE DEPARTMENT OF EDUCATION

Division of Teaching and Learning

Dr. Betty J. Sternberg, Associate Commissioner

Connecticut Curriculum Trace Maps

History/Social Studies

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SO 033 723

Daniel Gregg

The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 History and Social Studies performance standards into objectives and classroom practice. The Trace Maps provide more specific description of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students toward the attainment of Connecticut's standards in each discipline.

The Trace Maps were created by teams of Connecticut history/social studies education educators through funding provided under the Connecticut School Improvement Initiative, Goals 2000.

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CONTENT STANDARD 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

K-2	3-4	5-6	7-8	9-10	11-12
1.K-2.1 Identify historical data from multiple source. 1.K-2.2 Engage in reading, challenging primary and secondary historical source materials. 1.K-2.3 Create timelines which sequence events and peoples, using days, weeks and months; and 1.K-2.4 Write short statements of historical ideas and create other appropriate narrative presentations from investigations of source materials.	1.3-4.1 Gather historical data from multiple sources. 1.3-4.2 Engage in reading, challenging primary and secondary historical source materials, some of which is contradictory and requires questioning of validity. 1.3-4.3 Describe sources of historical information. 1.3-4.4 Identify the main idea in a source of historical information. 1.3-4.5 Identify ways different cultures record their histories, compare past and present situations and events, and present findings in appropriate oral, written and visual ways. 1.3-4.6 Create timelines which sequence events and peoples, using days,	1.5-6.1 Gather information from multiple sources, including achieves or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives. 1.5-6.2 Distinguish between primary and secondary sources; and 1.5-6.3 Develop written narratives and short interpretative essays, as well as other investigations of source materials.	1.7-8.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts. 1.7-8.2 Distinguish between primary and secondary sources. 1.7-8.3 Interpret data in historical maps, photographs, art works and other artifacts. 1.7-8.4 Examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion. 1.7-8.5 Analyze data in order to see persons and events in	1.9-10.1 Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses. 1.9-10.2 Interpret oral traditions and legends and "histories"; and 1.9-10.3 Use primary source documents to analyze multiple perspectives.	1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources. 1.11-12.2 Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias; and 1.11-12.3 Describe the multiple intersecting causes of events.

K-2	3-4	5-6	7-8	9-10	11-12
	weeks, months, years, decades and centuries, and 1.3-4..' Write short narrative statements of historical ideas and create other appropriate narrative presentations from investigations of source materials.		their historical context, understand casual factors and appreciate change over time. 1.7-8.6 Examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events; and 1.7-8.7 Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials.		

CONTENT 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

K-2	3-4	5-6	7-8	9-10	11-12
2.K-2.1 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location. 2.K-2.2 Place the history of their own families in the context of local, state, national and world history.	2.3-4.1 Demonstrate a familiarity with people, events and places from a broad spectrum of human experience through selected study from historical periods and from the various regions (e.g., East Asia, Europe, the Americas, Africa, South Asia, West Asia). 2.3-4.2 Demonstrate knowledge of major trends in state and local history, including history of original peoples, early settlements and selected changes over the past two centuries.	2.5-6.1 Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the Cold War). 2.5-6.2 Demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia, BCE, the Black Death, the Columbian voyages, the French Revolution, World War II). 2.5-6.3 Demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of	2.7-8.1 Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the Cold War). 2.7-8.2 Demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia, BCE, the Black Death, the Columbian voyages, the French Revolution, World War II). 2.7-8.3 Demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot War, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of	2.9-10.1 Demonstrate an understanding of major events and trends in world history, United States and local history, from all historical periods and from all the regions of the world. 2.9-10.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and 2.9-10.3 Explain the relationships among the events and trends studies in local, state, national and world history.	2.11-12.1 Demonstrate an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world. 2.11-12.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and 2.11-12.3 Explain the relationships among the events and trends studies in local, state, national and world history.

K-2	3-4	5-6	7-8	9-10	11-12
		in-and-out migration, suburbanization, racial tensions). 2.5-6.4 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and 2.5-6.5 Explain the relationships among the events and trends studies in local, state, national and world history.	in-and-out migration, suburbanization, racial tensions). 2.7-8.4 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and 2.7-8.5 Explain the relationships among the events and trends studies in local, state, national and world history.		

CONTENT STANDARD 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

K-2	3-4	5-6	7-8	9-10	11-12
3.K-2.1 Recognize that people develop traditions that transmit their beliefs and ideals. 3.K-2.2 Examine family life and cultures of different peoples at different times in history; and 3.K-2.3 Identify some goods, products and ideas which were exchanged as the result of movement.	3.3-4.1 Explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people. 3.3-4.2 Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people. 3.3-4.3 Describe some goods, products and ideas which were exchanged as the result of movement. 3.3-4.4 Describe the impact of various technological developments on the local community and on the nation; and 3.3-4.5 Identify individual achievements of scientists and inventors from many cultures and different historical periods and describe their achievements.	3.5-6.1 Explain the origins of American religious diversity, showing knowledge of some of the beliefs of Native Americans and migrants to the new world and give examples of ways those beliefs have changed over time. 3.5-6.2 Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position. 3.5-6.3 Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas. 3.5-6.4 Explain reasons for conflict and the ways conflicts have been resolved; and 3.5-6.5 Explain the significance of	3.7-8.1 Describe the emergence of select governmental systems, principles and institutions. 3.7-8.2 Describe some of the more common forms of government found in the past giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy). 3.7-8.3 Identify and analyze the various causes and effects of movements of groups of people. 3.7-8.4 Explain how economic factors influenced historical events in the United States and other regions of the world; and 3.7-8.5 Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.	3.9-10.1 Describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions. 3.9-10.2 Give examples of the visual arts, dance, music, theater and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies. 3.9-10.3 Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past; and 3.9-10.4 Explain how the use and expansion of trade have connected and affected the history of a global economy.	3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life. 3.11-12.2 Identify various parties and analyze their interest in conflicts from selected historical periods. 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict. 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies. 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history and

K-2	3-4	5-6	7-8	9-10	11-12
		the achievements of selected individual scientists and inventors from around the world and from various periods.			3.11-12.6 **Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.**

CONTENT STANDARD 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

K-2	3-4	5-6	7-8	9-10	11-12
4.K-2.1 Seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives. 4.K-2.2 Be active learners at cultural institutions, such as museums and historical exhibitions; and 4.K-2.3 Display empathy for people who have lived in the past.	4.3-4.1 Exhibit curiosity and pose questions about the past when presented with artifacts records or other evidence of the past. 4.3-4.2 Seek historical background when confronted with problems and issues of the past, as well as of today's world and their own lives. 4.3-4.3 Be active learners at cultural institutions, such as museums and historical exhibitions. 4.3-4.4 Display empathy for people who have lived in the past; and 4.3-4.5 Recognize relationships between events and people of the past and present circumstances, concerns and developments.	4.5-6.1 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making, and 4.5-6.2 Be active learners at cultural institutions such as, museums and historical exhibitions.	4.7-8.1 Initiate questions and hypotheses about historic events being studied. 4.7-8.2 Display empathy for people who have lived in the past; and 4.7-8.3 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.	4.9-10.1 Initiate questions and hypotheses about historic events they are studying. 4.9-10.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making. 4.9-10.3 Be active learners at cultural institutions such as museums and historical exhibitions. 4.9-10.4 Display empathy for people who have lived in the past; and 4.9-10.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.	4.11-12.1 Initiate questions and hypotheses about historic events they are studying. 4.11-12.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making. 4.11-12.3 Be active learners at cultural institutions such as, museums and historical exhibitions. 4.11-12.4 Display empathy for people who have lived in the past; and 4.11-12.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

K-2	3-4	5-6	7-8	9-10	11-12
			arbitration and litigation; and 5.7-8.7. Describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens.		

CONTENT STANDARD 5: United States Constitution and Government

Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

K-2	3-4	5-6	7-8	9-10	11-12
5.K-2.1 Explain the purposes of laws and the ideas and principles that make just laws. 5.K-2.2 Explain that individuals have rights and responsibilities to follow the law. 5.K-2.3 Identify services provided by national, state and local governments and how we pay for them through taxation. 5.K-2.4 Identify the location of seats of government at the local, state and national levels.	5.3-4.1 Explain the purposes of laws and the ideas and principles that make just laws. 5.3-4.2 Explain that individuals have rights and responsibilities to follow the law. 5.3-4.3 Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government. 5.3-4.4 Apply the process of how leaders are selected and how people monitor and influence decisions of their government; and 5.3-4.5 Apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights.	5.5-6.1 Identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels.	5.7-8.1 Demonstrate an understanding of the historical background of the Declaration of Independence. 5.7-8.2 Explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another. 5.7-8.3 Explain how and why powers are distributed among the national, state and local governments. 5.7-8.4 Understand the process of how a bill becomes a law. 5.7-8.5 Explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws. 5.7-8.6 Describe means of conflict management, including negotiation, mediation,	5.9-10.1 Analyze historical and contemporary conflicts through the respective roles of local, state and national governments. 5.9-10.2 Explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government; and 5.9-10.3 Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics.	5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles. 5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons; and 5.11-12.3 Explain why state and federal courts powers of judicial review reflect the United States idea of constitutional government.

CONTENT STANDARD 6: Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

K-2	3-4	5-6	7-8	9-10	11-12
6.K-2.1 Identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state and nation; and 6.K-2.2 Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolv ng conflicts between people	6.3-4.1 Explain the meaning and important characteristics of citizenship in the United States. 6.3-4.2 Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people. 6.3-4.3 Explain the importance of taking an active role in political leadership and public service in their school and community, and 6.3-4.4 Exercise political participation by discussing public issues, building consensus and becoming involved in politics.	6.5-6.1 Describe how one becomes a citizen of the United States. 6.5-6.2 Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government of their school, and 6.5-6.3 Identify and apply criteria useful in selecting political leaders at the local, state and national levels.	6.7-8.1 Explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement). 6.7-8.2 Evaluate situations involving conflicts between rights and propose solutions to these conflicts, and 6.7-8.3 Research an issue of interest and be able to take and defend a position on that issue.	6.9-10.1 Identify and explain characteristics needed for effective participation in public life; and 6.9-10.2 Monitor and influence the formation and implementation of policy through various forms of participation.	6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good. 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws, and 6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.

CONTENT STANDARD 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

K-2	3-4	5-6	7-8	9-10	11-12
7.K-2.1 Identify protection of individual rights and promotion of the common good; and 7.K-2.2 Identify what governments can and cannot do.	7.3-4.1 Define power and authority and how they evolve into government. 7.3-4.2 Describe the need for a limited government so that people can be treated fairly. 7.3-4.3 Define and describe government in terms of people and groups who apply and enforce rules and laws; and 7.3-4.4 Explain that it is important to limit government so that individual rights can be protected.	7.5-6.1 Describe and compare unlimited and limited government. 7.5-6.2 Explain the meaning of civic life, politics and government. 7.5-6.3 Compare and evaluate forms of government found outside the United States; and 7.5-6.4 Describe the role of the U.S. Constitution in the limitation of government powers.	7.7-8.1 Describe and compare unlimited and limited government. 7.7-8.2 Explain the meaning of civic life, politics, and government. 7.7-8.3 Compare and evaluate forms of government found outside the United States; and 7.7-8.4 Describe the role of the U.S. Constitution of the limitation of government powers.	7.9-10.1 Evaluate the importance of developing self-government so as to restrict arbitrary power. 7.9-10.2 Analyze and evaluate the advantages and disadvantages of limited and unlimited government; and 7.9-10.3 Describe how constitutions may limit government in order to protect individual rights and promote the common good.	7.11-12.1 Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government. 7.11-12.2 Explain how purposes served by government have implications for the individual and society; and 7.11-12.3 Provide examples of legitimate authority and exercise of power without authority.

CONTENT STANDARD 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

K-2	3-4	5-6	7-8	9-10	11-12
8.K-2.1 Explain how communities and nations interact with one another.	8.3-4.1 Describe ways in which communities and nations influence each other.	8.5-6.1 Describe the organization of the world into nation states and describe some ways that nation-states interact with one another.	8.7-8.1 Explain what foreign policy is and give examples of United States foreign policy. 8.7-8.2 Describe the influence of U.S. political, economic and cultural ideas on other nations and the influence of other nations' ideas on the United States. 8.7-8.3 Evaluate the impact of significant international events on the United States and on other nations. 8.7-8.4 Describe the roles of the three branches of U.S. government in developing and conducting foreign policy. 8.7-8.5 Describe how foreign policy decisions may affect domestic groups and organizations; and 8.7-8.6 Describe how domestic groups and organizations seek to influence foreign policy decisions.	8.9-10.1 Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them. 8.9-10.2 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues; and 8.9-10.3 Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy.	8.11-12.1 Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time. 8.11-12.2 Identify and analyze the various domestic, political economic and social interests which play roles in the development of foreign policy; and 8.11-12.3 Describe and analyze the process by which foreign policy decisions are developed and executed.

CONTENT STANDARD 9: Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

K-2	3-4	5-6	7-8	9-10	11-12
9.K-2.1 Define and identify natural and human characteristics of places. 9.K-2.2 Observe and verbally share how places and regions are identified, defined and bounded; and 9.K-2.3 Locate places within their own and nearby communities in Connecticut.	9.3-4.1 Explain how human and natural processes shape places. 9.3-4.2 Provide reasons why and describe how places and regions change and are connected. 9.3-4.3 Observe and describe how places and regions are identified, defined and bounded; and 9.3-4.4 Locate major physical and human features in the New England region and the United States.	9.5-6.1 Describe human and natural characteristics of places and how they shape or place identity. 9.5-6.2 Examine ways in which regions are interconnected. 9.5-6.3 Identify and evaluate various perspectives associated with places and regions. 9.5-6.4 Use latitude and longitude to locate places and calculate differences between places; and 9.5-6.5 Locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions.	9.7-8.1 Describe human and natural characteristics of places and how they shape or place identity. 9.7-8.2 Describe the process and impact of regional change. 9.7-8.3 Examine ways in which regions are interconnected. 9.7-8.4 Identify and evaluate various perspectives associated with places and regions. 9.7-8.5 Explain and assess how culture affects perception of places and regions. 9.7-8.6 Use latitude and longitude to locate places and calculate differences between places; and 9.7-8.7 Locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions; and 9.7-8.8 Demonstrate how personal knowledge and experiences influence an individual's perception of places.	9.9-10.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another. 9.9-10.2 Apply the concept of region to organize the study of a complex problem; and 9.9-10.3 Explain that regions are interconnected and may also overlap.	9.11-12.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another. 9.11-12.2 Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society; and 9.11-12.3 Analyze ways different groups in society view places and regions differently.

CONTENT STANDARD 10: Physical System

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

K-2	3-4	5-6	7-8	9-10	11-12
10.K-2.1 Identify the types of physical systems and their characteristics that affect the Earth's surface; and 10.K-2.2 Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.).	10.3-4.1 Demonstrate how Earth-Sun relationships shape climate and vegetation patterns. 10.3-4.2 Explain the factors that affect the location, distribution and associations of features of the physical environment. 10.3-4.3 Define local environmental features; and 10.3-4.4 Draw a simple map of continents and oceans.	10.5-6.1 Understand how concepts of physical geography can be applied to explain natural processes; and 10.5-6.2 Use basic climatic and other physical data to understand how natural processes shape environmental patterns.	10.7-8.1 Understand and apply how natural processes influence the formation and location of resources; and 10.7-8.2 Explain local and world patterns of ecosystem distribution.	10.9-10.1 Describe regional variations of physical processes. 10.9-10.2 Explain the operation and interaction of different natural systems (such as, climate and oceans) to understand global change; and 10.9-10.3 Draw a freehand map of the world with continents (appropriate shape and size) located in relation to equator, tropics, circles and prime meridian.	10.11-12.1 Analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life. 10.11-12.2 Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive; and 10.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems.

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CONTENT STANDARD 11: Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

K-2	3-4	5-6	7-8	9-10	11-12
11.K-2.1 Locate Earth's major physical and human features (including cities, countries, bodies of water, etc.); and 11.K-2.2 Locate places within their own and nearby communities in Connecticut.	11.3-4.1 Explain the patterns, distributions and relocations of people. 11.3-4.2 Identify the political, social and economic units of an area. 11.3-4.3 Understand the elements of culture and how they change. 11.3-4.4 Explain locations and characteristics of human settlements and how they have changed over time. 11.3-4.5 Describe the characteristics of a physical and a human system. 11.3-4.6 Locate places within their own and nearby communities in Connecticut; and 11.3-4.7 Locate major physical and human features in the New England region and the United States.	11.5-6.1 Explain the patterns and characteristics of human migrations at various levels; and 11.5-6.2 Identify processes that divide Earth's surface into different political and economic units from local to international levels.	11.7-8.1 Explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration; and 11.7-8.2 Analyze the formation, characteristics and functions of urban, suburban and rural settlements.	11.9-10.1 Describe the consequences of human population patterns and growth trends over time. 11.9-10.2 Explain the characteristics, distribution and relationships of economic systems at various levels. 11.9-10.3 Use geographic tools to represent and interpret Earth's physical and human systems; and 11.9-10.4 Draw a freehand map demonstrating political, cultural or economic relationships.	11.11-12.1 Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement. 11.11-12.2 Explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales. 11.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems; and 11.11-12.4 Draw a freehand map demonstrating political, cultural or economic relationships.

K-2	3-4	5-6	7-8	9-10	11-12
					promoting employment, stabilizing prices and sustaining reasonable rates of economic growth; and 14.11-12.5 Analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.

CONTENT STANDARD 12: Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

K-2	3-4	5-6	7-8	9-10	11-12
12.K-2.1 Use maps, globes graphs, models, computer programs and texts, as appropriate. 12.K-2.2 Identify situations in which humans use and interact with environments; and 12.K-2.3 Identify locations of various economic activities.	12.3-4.1 Explain the characteristics and purposes of maps, globes and other geographical tools and technologies. 12.3-4.2 Create information from maps, globes and geographic models in graphs, diagrams and charts. 12.3-4.3 Explain how human and natural processes shape places. 12.3-4.4 Explain ways in which humans use and interact with environments. 12.3-4.5 Identify locations of various economic activities and understand how physician and human factors influence them; and 12.3-4.6 Describe how and why physical and human systems function and interact and the consequences of these interactions.	12.5-6.1 Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images. 12.5-6.2 Make maps, globes, models, charts and geographic databases. 12.5-6.3 Compare and contrast differences among maps, globes, photographs, models and satellite images for solving geographic problems. 12.5-6.4 Use maps, globes, models, graphs, charts and databases to analyze distributions and patterns; and 12.5-6.5 Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment.	12.7-8.1 Make maps, globes, models, charts and geographic databases. 12.7-8.2 Compare and contrast differences among maps, globes, photographs, models and satellite images for solving geographic problems. 12.7-8.3 Describe human and natural characteristics of places and how they shape or place identity. 12.7-8.4 Draw a freehand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions; and 12.7-8.5 Identify the way ecosystems are transformed through physical and human activities, and can predict the consequences of these activities.	12.9-10.1 Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems. 12.9-10.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems. 12.9-10.3 Analyze how human systems interact, connect and cause changes in physical systems; and 12.9-10.4 Locate at least 50 major countries and physical features on a map or globe.	12.11-12.1 Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems. 12.11-12.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems; and 12.11-12.3 Apply concepts of ecosystems to understand and solve environmental problems.

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CONTENT STANDARD 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

K-2	3-4	5-6	7-8	9-10	11-12
13.K-2.1 Define scarcity and abundance. 13.K-2.2 Identify goods and services and give an example of each; and 13.K-2.3 Identify alternative uses of resources found in their home, school or neighborhood.	13.3-4.1 Identify and give examples of resources; human, natural and capital, and explain how they are used; and 13.3-4.2 Explain why some countries are richer than others.	13.5-6.1 Compare the resources used by various cultures, countries and/or regions throughout the world. 13.5-6.2 Explain that households, businesses, governments and societies face scarcity just as individuals do. 13.5-6.3 Define opportunity and cost, giving examples; and 13.5-6.4 Illustrate how resources can be used in a variety of ways.	13.7-8.1 Present historical and current controversies about the use of resources. 13.7-8.2 Explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output; and 13.7-8.3 Explain how technological change and innovation improves a society's productivity and economic growth.	13.9-10.1 Compare the resources used by various cultures, countries and/or regions throughout the world. 13.9-10.2 Explain that a country's potential gross Domestic Product depends on the quantity and quality of natural resources, the size and skills of the population, and the amount and quality of its capital stock; and 13.9-10.3 Analyze how market forces and government regulation impact the use of resources.	13.11-12.1 Analyze the impact of economic choices on the allocation of scarce resources. 13.11-12.2 Define, defend and predict how the use of specific resources may impact the future; and 13.11-12.3 Analyze how technological change can affect long-range productivity.

CONTENT STANDARD 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

K-2	3-4	5-6	7-8	9-10	11-12
14 K-2.1 Explain that a market exists whenever buyers and sellers exchange goods and services. 14 K-2.2 Define a consumer and a producer and their roles in a market system. 14 K-2.3 Explain that some goods and services are provided by the government; and 14 K-2.4 Explain that government raises money by taxing and borrowing to pay for the goods and services it provides.	14.3-4.1 Identify the three basic questions all economic systems must answer: What will be produced? How will it be produced? For whom will it be produced? 14.3-4.2 Explain that there are different economic systems in the world and that these systems use different means to produce, distribute and exchange goods and services; and 14.3-4.3 Describe how the price of a good or service in a market is related to how much of it there is and how many people want it.	14.5-6.1 Explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services. 14.5-6.2 Describe the relationships among demand, supply and price and their roles in a market system; and 14.5-6.3 Describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money).	14.7-8.1 Explain that all countries' economies reflect a mix of market, command and traditional elements. 14.7-8.2 Identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks and government) influence decision-making. 14.7-8.3 Identify governmental activities that affect the local, state, national and international economy; and 14.7-8.4 Analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups.	14.9-10.1 Identify and explain the factors that determine and cause changes in demand, supply and the market-clearing (equilibrium) price. 14.9-10.2 Compare and contrast the characteristics and effects of different market structures, including pure competition, monopolistic competition, oligopoly and monopoly. 14.9-10.3 Understand the caused and effects of periods of growth and recession evident in the history of market economies; and 14.9-10.4 Contrast and compare different types of taxes, including progressive, regressive and proportional taxes.	14.11-12.1 Evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth. 14.11-12.2 Interpret important statistics about the national economy: the inflation rate, unemployment rate, Gross Domestic Product and its growth rate. 14.11-12.3 Analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy. 14.11-12.4 Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income,

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CONTENT STANDARD 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

K-2	3-4	5-6	7-8	9-10	11-12
15.K-2.1 Recognize that money is a generally accepted medium of exchange and that different countries use different currencies.	15.3-4.1 Describe how voluntary exchange benefits all parties involved in the exchange of goods and services; and 15.3-4.2 Describe how the exchange of good and services around the world creates interdependence among people in different places.	15.5-6.1 Explain how specialization leads to more efficient use of economic resources and economic growth; and 15.5-6.2 Explain why trade encourages specialization.	15.7-8.1 Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living.	15.9-10.1 Illustrate the international differences in resources, productivity, and prices that are a basis for international trade; and 15.9-10.2 Explain that a nation has a comparative advantage when it can produce a product at a lower opportunity cost than its trading partner.	15.11-12.1 Evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments.